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KELLY'S

UNIVERSAL

READERS



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Nouvelle-Orléans.

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"We will crown the Blessed Virgin Queen of May."

Lesson on page 88.

THE UNIVERSAL READERS

KELLY'S

UNIVERSAL

FIRST READER

EDITED BY THE

REV. HENRY A. BRANN, D.D.

RECTOR OF ST. ELIZABETH'S CHURCH, NEW YORK



THOMAS KELLY
NEW YORK

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❖ P R E F A C E . ❖

The Universal Readers have been carefully prepared to meet the wants of Catholic children in Catholic schools. Short essays on important Catholic subjects have been specially written or selected for them, so that the religious might go hand in hand with the secular education of the child even in his reading lessons. Some of these lessons are from the pens of our noted Catholic authors.

The series has been properly graded and adapted to the age and capacity of the child. The matter of the Fourth and Fifth Readers will be found acceptable and instructive even to adults.

The publisher, encouraged by priests and sisters engaged in Christian education, has spared no expense to give to Catholic teachers and pupils the best art in illustration and the latest improvements in book-making.

The editor has tried to avoid the materialistic character of the Readers of some of our secular schools, and in the selection of lessons, has endeavored to give models which would elevate and spiritualize the child, as well as cultivate his taste and improve his style.

We now present these Readers to the Catholic public, hoping that it will approve our efforts.

❖ S I G G E S T I O N S ❖

TO THE TEACHER.

How do children learn to read?

Is there any fixed, absolute way along which they must travel day after day to learn their mother-tongue?

The capability of child-mind to receive impressions reduces any answer of the most experienced teacher to simply this:

"I don't know."

In this day, when the discussion of "Methods" extends almost to a "craze," there is danger that the freedom, power, and tact of young teachers will be lessened as they cling to this or that particular "Method."

Experience clearly demonstrates that a child does not learn to read by either the "Sentence," the "Word," or the "Phonic Method" alone.

Any one method pursued by itself, retards the progress, and distorts the development, of the child.

No method is complete that does not include both—

ANALYSIS AND SYNTHESIS.

It is natural to the mind to separate wholes into parts, and to combine parts into wholes.

Children must be trained to separate both the spoken-word, and the written-word into the sounds and letters of which they may be composed.

But this alone is only half-teaching, for the process must be reversed to obtain the best results.

Children must be permitted to combine letters and sounds so as to form new words. And this exercise should be continued long after the elementary sounds and the names of the letters are known.

WORD METHOD.

The *lessons* in this book, as in the Primer, are presented according to the "Word Method," aided by pictures.

The special reasons for adopting this method in the *beginning* are stated in the Primer.

PHONICS.

The diacritical marks are not used in marking the "New Words," for at this period the sound of each new word must be learned by imitation.

The children must be made acquainted with the variety, form, and use of this notation. To this end there are arranged—

GROUPS OF WORDS FOR COMPARING SOUNDS.

These lists of words have been carefully selected from the number of words already learned. They

will afford the pupil a key to the pronunciation of other words.

IDIOMS.

These lessons found on pages 35-36 of the Primer, and on page 23 of this book, illustrate some of the peculiar forms of our language. They are given as a suggestion to the teacher. The language of childhood is brimful of these "Idioms." They furnish material for excellent blackboard work.

SCRIPT.

The real test of a child's knowledge of the written-word is his ability to write it. Therefore, he should receive early and constant practice in script-work, and in copying. The amount of script in this reader is greater than in any other book of its grade. The ruling, or staff, is continued to accustom the pupil to the relative heights and spacing of the letters.

LANGUAGE LESSONS AND WORD BUILDING.

At this stage, too much attention cannot be given to placing correct forms before pupils. Their conversations and written exercises are usually very much marred by the wrong use of "*Plurals*," "*Pro-nouns*," "*Idioms*," "*Capitals*," and of "*Words*" of same sound but different spelling. Simple exercises have been arranged under these headings, only to show the pupil how these things should be; no reasons have been, nor should be given.

NEW WORDS.

All new words are placed at the head of each lesson. An observation of these lists will show how slow and careful is the grading, and how frequent is the reiteration in the reading lessons.

SPELLING AND READING REVIEWS.

These "Spelling Reviews" contain the new words of the preceding lessons. The sounds of the letters are indicated by Webster's notation. The silent letters are also marked. Pupils should have frequent drill in pronouncing these words, and in placing the diacritical marks, that are given in the "Groups of Words for Comparing Sounds." The "Reading Reviews" furnish additional reading matter.

FABLES AND SHORT STORIES.

Many fables and short stories of animals and men, have been introduced. These are given in the same language that children use at play. It has been a matter of experience that children tire of reading about "dolls," "balls," "cats," "hoops," etc., every day in school, because their pastime out of school is spent with these objects. They enjoy variety.

A KEY TO THE PRONUNCIATION.

I. VOWELS.

ā as in āte.	ī as in īce.	ū as in ūse.
ă " făt.	ĭ " īt.	ŭ " rŭn.
ä " ärm.	ï " police.	ü " true.
ą " ąll.	ĩ " gĩrl.	ų " pull.
â " āir.	—	û " hûrt.
à " àsk.	ō as in öld.	—
ą " what.	ö " nöt.	ÿ as in fly.
—	ø " move.	ÿ " kit'ty.
ē as in mēte.	ö " wolf.	oi as in oil.
ě " mět.	ò " són.	oy " toy.
ê " thêre.	ô " hôrse.	ou " out.
ę " they.	ōō " foōd.	ow " owl.
ē " hēr.	ōō " foōt.	—

II. CONSONANTS.

ç like s, as in miçe.	ş like z, as in iş.
e " k, " eall.	th vocal, " thine.
ğ hard " ğet.	th " think.
ğ like j, " eage.	ŋ like ng " think.

III. EQUIVALENTS.

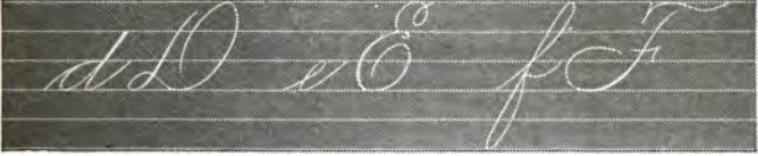
ā = ę	ā = ö	ī = ÿ	ö = ū = u
â = ê	ě = ī	î = ÿ	ö = ū = u
ą = ô	ě = ī = y	ò = ū	e = k, ş = z

ALPHABETS.



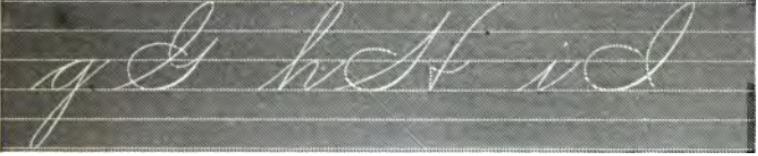
a A b B c C

a A b B c C



d D e E f F

d D e E f F



g G h H i I

g G h H i I



j J k K l L

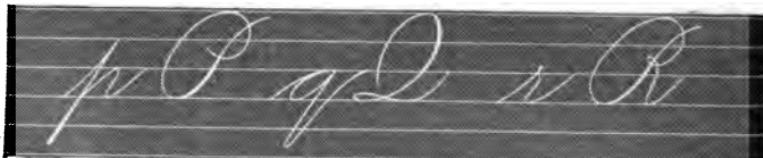
j J k K l L



m M n N o O

m M n N o O

ALPHABETS.



p P q Q r R



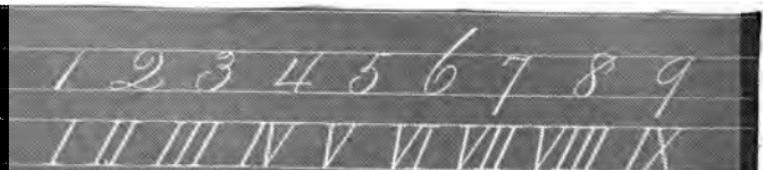
s S t T u U



v V w W x X



y Y z Z &



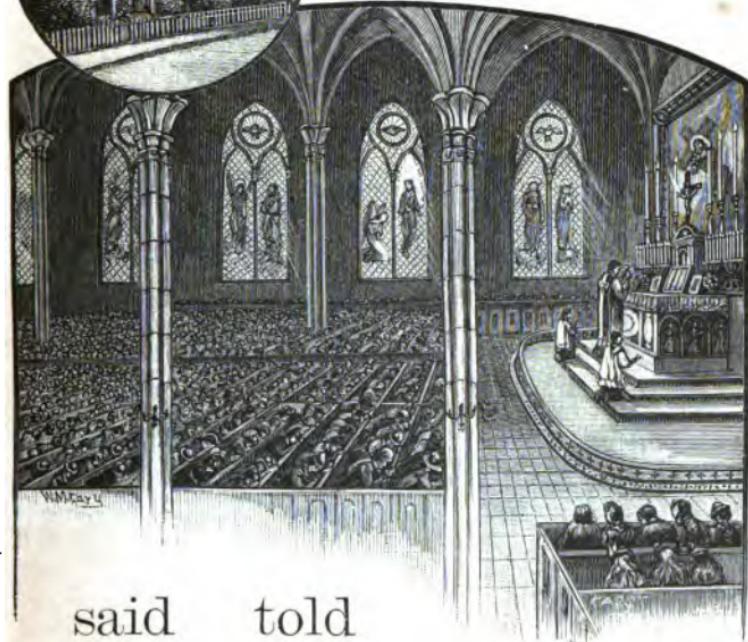
1 2 3 4 5 6 7 8 9

FIRST READER

LESSON I.

NEW WORDS.

oft'en wrong
mass teach'es
wants preach'es



said told

The priest is at the altar.
The priest is saying mass.

The priest preaches in the church.

The priest teaches us to be good.

The priest talks to us of God.

The priest tells us to pray.

God tells the priest to teach us to pray.

The mass is said in the church.

It is good to go to mass.

God is in the mass.

We can talk to God at mass.

If we love God, we will go to mass.

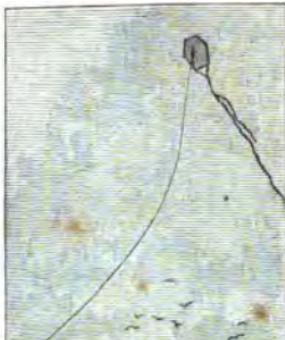
God wants us to be good, and to pray often.

It is wrong not to go to mass, when we are told to do so by the priest.

NEW WORDS.

Hattie sky for runs
pa'per air wood

Tom, whose
new kite do Hattie
and Frank
have?



That large red kite is Ned's.
Ned gave it to Frank to
play with.

When Frank runs, the kite will go high up in the sky.

See, how high it is now!

Tom, where can I get a new kite?

Ned, I will make one for you.

Of what is a kite made?

A kite is made of wood and paper.

What makes the kite go up high in the sky?

Why does Frank run so fast?

Do you know what the air has to do with the kite?

Yes; the air takes the kite up in the sky.

Frank has a nice kite.

NEW WORDS.

end	fish	hook	bite
pole	line	pond	pulls



This boy and girl are near the pond. We call them Ned and Hattie.

Hattie has a pole in her hand.

A line is made fast to this

pole. On the end of this line is a hook.

What does Hattie put on the hook to get the fish to bite?

She throws the line and hook into the pond. The fish bite at the hook and get fast on it.

See, she pulls one out of the pond.

Hattie likes to fish in the pond.

Ned likes to be with Hattie to get the fish when she pulls them out of the pond.

How many kinds of fish do you know?

Now happy they are!

NEW WORDS.

school spell hear play'ing
much an oth'er teach'er



Here are four little girls.
They are not sisters, but
they love one another very
much.

They are playing school.
May is the teacher.
That little boy's name is

Frank. He wants to play with the girls.

May said: "Why, Frank, you can not spell!"

"Yes, I can, May; now let me try."

"Well, you may spell 'dog.'"

"Now I will be a good boy, May; hear me spell it:—d-o-g, *dog*."

"You are a very good boy, Frank, and I will teach you how to spell."

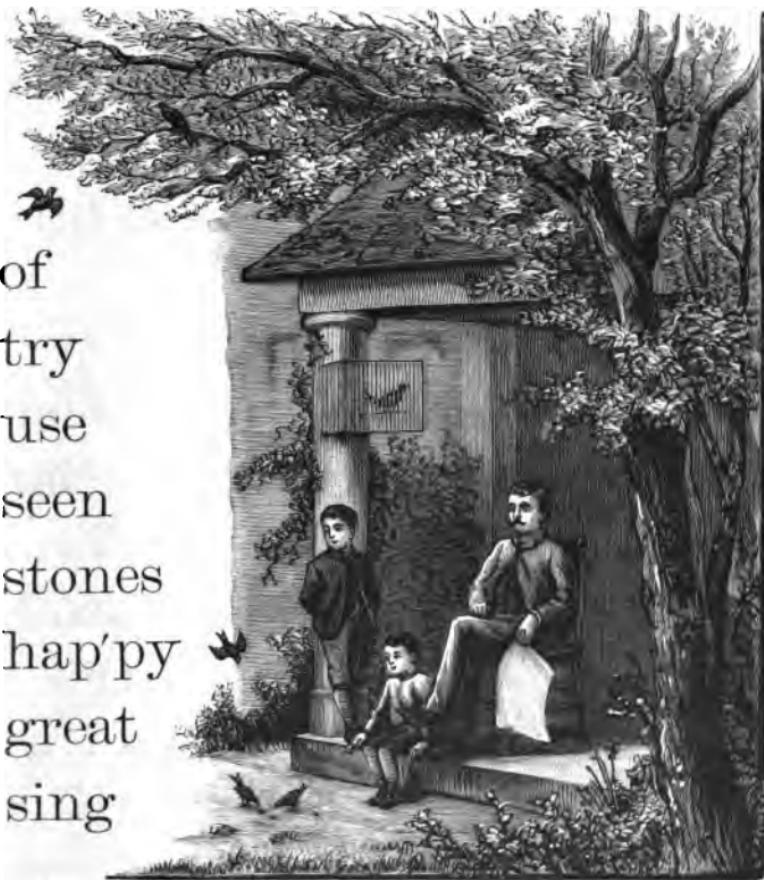
"Frank, you may play school with us."

May said: "I think good boys and girls love to play school and spell new words."

Whose bird is that?

NEW WORDS.

of
try
use
seen
stones
hap'py
great
sing



See the little birds!
How happy they are! Do
you feed them?
Yes, and when I feed them,
they sing for me.

How many birds do you see?

I can see three, four, five of them.

Boys, have you seen birds eat flies?

Whose bird is that?

It is Frank's little black bird. May gave this bird to him.

Boys, do not throw stones at the birds. Do not try to kill them. Do not take their eggs. Some bad boys try to get their eggs, and to catch the little birds.

Birds are of very great use to man. How?

Some little birds can sing

IDIOMS.

Is there? There is.

Are there? There are.

Why is? Why does?

Why are? Why do?

What is? Which is?

What are? Which are?

Is there a bird on the tree?

There are many birds on it.

Why do the birds sing?

What is a trap?

Which of the boys is Ned?

Are there many boys in school?

There are a great many girls in school.

What is a hook?

I saw a large rat.

NEW WORDS.



bat
but
bugs
night
wings

saw

barn

ears

Will, can the bat fly?
The bat can fly, but it is not a bird.
Does the bat fly at night?
Yes, the bat flies at night.
The bat eats bugs and flies.

Will, my sister saw a large bat in our old barn.

The bat's head is like the
head of a little rat.

I do not like bats.



LESSON VIII.

' NEW WORDS.

long
work
small
claws
owl
eyes
strange



The owl is a very strange
bird.

It is one of the birds that
are not often seen. It is a
night bird.

Owls have long, sharp claws; with these they can do very bad work.

They use their sharp claws to catch rats, chicks, and small birds.

Some of them make their nests in the high trees.

Their eggs are small, round, and white. Their eyes are very large. They often catch and kill birds.

Owls can see at night.

A LANGUAGE LESSON.

will	Why will he go?
Will	Why does Will not go?
may	I may give you an owl.
May	Has May come?

NEW WORDS.

mad	steal	words	laws
says	swear	breaks	sin

To lie is bad. To steal is bad.

To swear is bad.

To get mad is bad.

God says do not lie.

God says do not steal.

God says do not swear.

The bad boy says bad words.

God does not love the bad boy.

The bad boy tells lies and does not love God.

We must do what God says, for He made us.

A bad word is a sin.

To sin is bad. God hates sin.

He who sins breaks God's laws.

NEW WORDS.

cous'in	riv'er	smile
gen'tle	car'ry	dream
	win'dow	gold'en

I was only a little child when my dear cousin Jane died, but I can see her still, so kind and gentle.

Her thin hands were always busy with her work. She would often raise her brown eyes and look sadly out of the open window.

I did not know then that she was so very sick; but I knew that she could not walk or run about, or go with us into the woods to pick the sweet wild flowers.

“How can you bear,” I said, “to sit here all day long?



Cousin Jane, with a smile on her face, drew me to her side.

“Little Lucy,” she said, “last night I had a dream of a golden river, and of an angel who

came to carry me across. I hope that our dear Lord will soon call me from this little room into His loving arms."

A few weeks after, my sister came home crying, and told me our cousin was dead.

I could not cry, because I knew that she had gone over the golden river, and was happy in the arms of God.



LESSON XI.

REVIEW LESSON.

Give me wings! Give me wings! And let me fly!

Why can I not fly like the birds? They have no work to do. They are very happy. How many birds in the trees? O, a great, great many!

The owl! The owl!

See the owl, boys. Where is he, May? There he is on that tree.

Do you not see his large eyes? He sees you.

Boys, let us catch him and give him to May.

SLATE WORK.



7.

GROUPS OF WORDS FOR COMPARING SOUNDS.

y	th, th, wh	ch, sh
my	this	chick
fly	they	catch
by	thing	much
buy	when	sharp
why	which	dish

REVIEW FOR SPELLING.

1.

āt	for	use	of	woōd
bāt	ēnd	sky	.ōv̄.	thēre
būt	fish	long	line	wīngs
try	mād	seen	bite	whīch
āsk	said	bags	pōle	wānts
owl	(sēd)	eyes	whīy	sweār
sāw	stēal	.iz̄.	sayṣ	pā'per
sīng	bärn	work	māss	wrōng
ēars	frōm	sōme	nīght	sekool

2.

sīn	dōes	lawṣ	hāp'py
tōld	(dūz)	pullṣ	gōld'en
hēar	smāll	pōnd	Hāt'tīe
spēll	whāt	smīle	tēach'ēs
rūns	elāwṣ	rīv'er	tēach'er
hōok	ōft'en	drēam	wīn'dōw
greāt	wordṣ	eār'rī	plāy'īng
māde	stōnes	gēn'tle	prēach'ēs
mūch	breāks	eqūṣ'īn	ān oth'er

NEW WORDS.

tell time
day green
tricks live
par'rot



Nell, have you seen my
parrot?

No, where is it, Tom?

Here it is. O how green it
is! Can it talk?

Yes, it can talk, and it can tell the time of day. My parrot can do a great many tricks.

Ned has a white parrot. There are not as many white parrots as green ones.

Some parrots are red, black, green, and white.

Parrots are very happy birds.

Parrots and owls live to be very old.

8.

GROUPS OF WORDS FOR COMPARING SOUNDS.

e, ē	g, ġ	s, ſ like z
cat	go	see
cow	get	saw
cane	pig	as
black	large	has
nice	strange	his

NEW WORDS.

well sew leaves thread

bill
a bout'
nee'dle
tailor

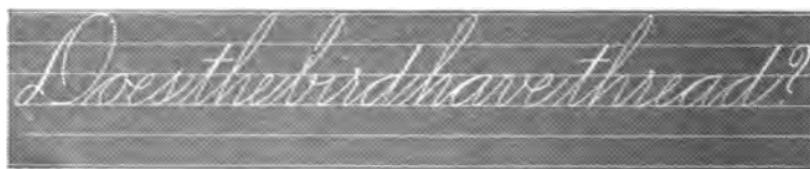


Will, here is a very strange bird. I will tell you about it.

Well, May, what is its name?

It is the tailor bird.

Can it sew? Yes.
 It takes its bill for a needle.
 Its nest is made of leaves.
 How large its nest is!
 Yes, May, its nest is very
 long.



WORD BUILDING.

at	all	ill
b-at	b-all	b-ill
c-at	c-all	k-ill
h-at	t-all	w-ill
r-at	sm-all	W-ill
ell	en	an
b-ell	h-en	c-an
N-ell	t-en	f-an
t-ell	th-en	m-an
w-ell	wh-en	th-an

NEW WORDS.

best	ways	ev'er y
just	wis'est	peo'ple

Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as you can.

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

Be kind and be gentle,
To those who are old.

Be good and be kind.

These selections are intended to be memorized.

Children should be taught choice thoughts from
our best authors, even before they can read them.

GEMS IN VERSE.

NEW WORDS.

gay things halves each
so might rule right done

1.

Work while you work,
Play while you play ;
This is the way
To be happy and gay.

2.

All that you do,
Do with your might ;
Things done by halves
Are not done right.

3.

One thing each time,
And that done well,
Is a very good rule,
As many can tell :

4.

So work while you work,
And play while you play.

NEW WORDS.



wa'ter swim
a way' pret'ty

now
ducks
dear
in'to

See, Ned, there are some
little chicks in the grass.

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May, those are not chicks;
they are little ducks.

O the dear little ducks!

How very, very pretty they
are! See, there is the old
duck in the water.

Ned, will she take them
away from us?

Yes; she will teach them
to swim.

See them run to her! They
will go into the water. Now,
there are two, three, four of
them in the water.

They can swim very fast
for little ducks.

WORD BUILDING.

ear	m-ight	b-est
d-ear	n-ight	n-est
n-ear	r-ight	w-est

NEW WORDS.



crow
tried
put
then
could
drink
raised
pitch'er

What a
big crow
this is!
Crows
are very
black.

This crow tried to get a

drink from the pitcher. But the pitcher was too high. He could not get to the water.

He then put little stones, with his bill, into the pitcher. The stones raised the water.

How happy he was to see the water high in the pitcher, and to get a drink!

Do crows think?

Some crows can talk like parrots. One can teach them many tricks.

LESSON XIX.

REVIEW LESSON.

A tailor bird! A bird that sews! How strange to see a bird that sews its nest!

May, I could not sew with a needle, as well as this bird sews with its bill.

I think I will get a tailor bird.

Then, May, you will not have to sew so much for me.

How many kinds of birds have you seen?

Three; birds that sew, birds that sing, and birds that talk.

A crow! A crow! A big black crow! Is the crow not a very pretty bird?

He is very pretty, and he has very sharp eyes.

A crow tried his best to get a drink from a pitcher. But he could not get any water.

Then he put little stones into the pitcher.

As the crow tried, tried, and tried to get a drink, so let us work, work, and work.

Is the parrot a large bird?

Yes, he is one of the large birds; he has big feet, and a long, sharp bill:

Does the crow think that which he talks?

No, Will, he can not think as you can, and do.

SLATE WORK.

Which birds can talk?
Which bird puts stones
into a pitcher? Why
did the bird do it?
What is a bird's nest?
What do owls eat?
Where do owls put
their nests?

REVIEW FOR SPELLING.

sō	erōw	rūlē	eoñld
bē	püt	jüst	drĩnk
dāy	thēn	triëks	dūëks
sew	triëd	in'tō	hälvës
bïll	now	a wāy'	rīght
wěll	dēar	wä'ter	mīght
těll	wāy়s	a bout'	green
all	swim	wīs'est	thīngs
běst	ēach	tāi'lor	rāišed
grāy	dōnē	pēø'ple	thrēad
wās	tīmē	pītch'er	leavës
(wōz)	līvē	pret'ty	nee'dlē
	ĕv'er ĺ	pär'rot	

9.

GROUPS OF WORDS FOR COMPARING SOUNDS.

oo or o	oo or o	ee or e
book	too	see
good	boots	feed
took	to	eat
could	soup	read

NEW WORDS.

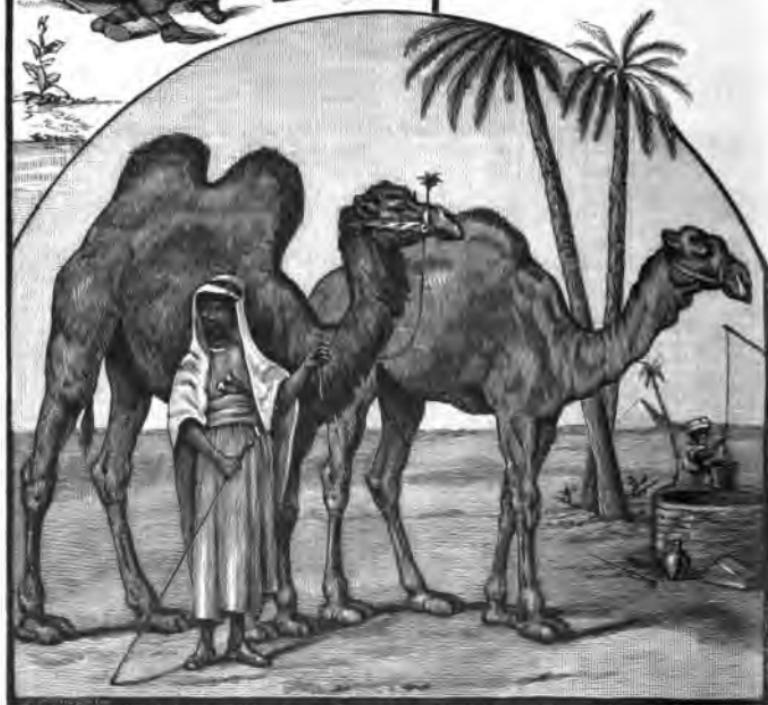
cam'el

humps

oth'er



food	necks
look	feet
legs	old'er
with out'	



Boys, look at these camels.
They are not very pretty.

One has two humps; the other has one.

How long their legs are!

Their necks are very long, too. They have small ears. The camel can go for a long time without water.

The camel feeds on his humps when he can get no other food. These humps grow very small, if the camel is not well fed.

What man is with the camels?

This man feeds them.

Now, boys, we will go, for we have seen the camels.

I will tell you some strange stories about camels, dogs, cats, and birds, when you are a little older.

NEW WORDS.



	cow	milk
beef		horns
flesh		cheese
skin		but'ter
hair		calf

Frank, can you tell me of what use the cow is?

Yes; I think I can.

The flesh of the cow is our beef. We eat the flesh of the calf, too.

May, is it not very, very bad to kill a little calf?

Yes, Frank, I think it is.

Cheese and butter are made from the cow's milk. Butter-milk is a very nice drink, too.

We drink the cow's milk. Men use her horns and hair.

Frank, of what do men make boots and shoes?

Our boots and shoes are made from the skin of the cow.

Well, Frank, I see that you can tell me many things about the cow.

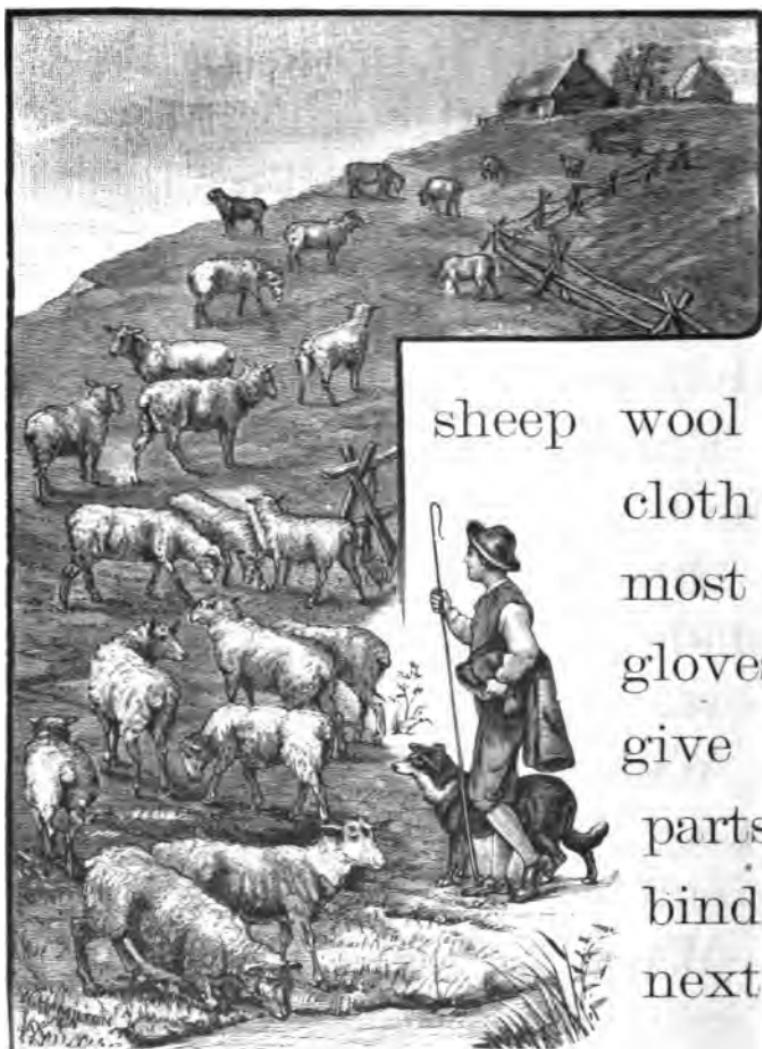
What does she eat?

She eats grass.

When does she eat it?

She eats it at all times in the day.

NEW WORDS.



sheep wool
cloth
most
gloves
give
parts
bind
next

Here are some sheep, a man,
and a dog.

Frank, what can you tell me about sheep?

“Next to the cow, the sheep is of the most use to man.

Sheep give us food, for we eat their flesh.

Sheep give us cloth, for cloth is made of wool.

We use their skins to make gloves, and to bind books.

Most parts of the sheep are of some use to man.”

Have you a little sheep?

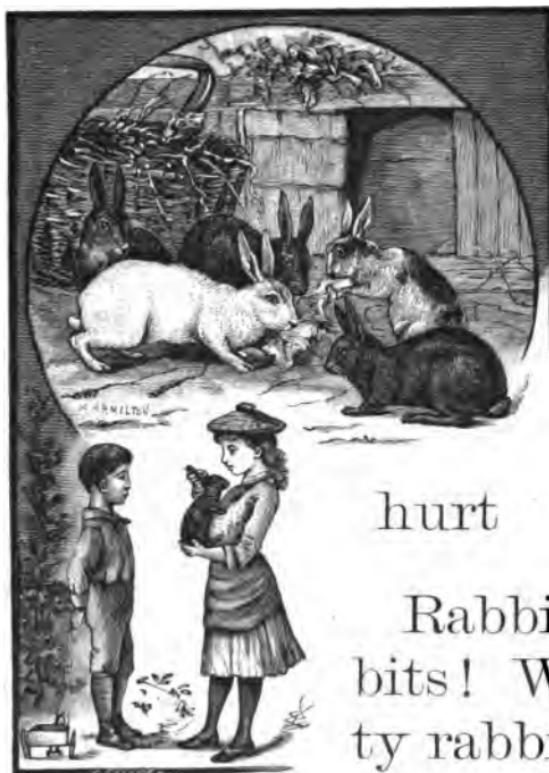
Yes, I have a nice white one.

Will he eat from your hand?

O yes, he will go with me round and round, and he will eat what I give him.

Will has a black sheep.

NEW WORDS.



rab'bits
tame
quite
pat
pets
out
hurt by

Rabbits! Rabbits! What pretty rabbits! May, can I get one?

No, Will, you may have this one.

Do they make nice pets?

O yes, they grow very tame! They will let you take them up and pat them.

They will eat out of your

hand. The best way to take rabbits up is by their long ears; in this way, you will not hurt them.

LESSON XXV.

NEW WORDS.

dig pink only last
holes brown col'ors ground

Will, tame rabbits are of many colors; but all wild rabbits are brown.

May, tell me where wild rabbits live?

They live in holes in the ground, or in old trees. They dig these holes in the ground with their paws.

May, has this little rabbit pink eyes?

No, Will, only white rabbits have pink eyes.

How many wild rabbits have you in the box, May?

I have only three.

Frank's dog, last night, ran a brown rabbit into a tree.

LESSON XXVI.

REVIEW FOR SPELLING.

food	out	păt	brown
lōok	pěts	hōlęš	ground
lěgš	hūrt	beef	ōn'lý
ně&ks	pīnk	clōth	cōl'orš
feet	lāst	pärts	büt'ter
hūmps	mōst	glōvęš	ōld'er
sheep	bīnd	cheesę	ōtħ'er
wōol	gīvę	hōrnš	ēam'el
mīlk	něxt	hāir	răb'bits
tāmę	eow	fłesh	with out'
quitę	eälf	skřn	dīg bȳ

SLATE WORK.

From what is butter
made? Of what uses is
the camel's hair?

How tall do you
think the camel is?

Most sheep are of
which color? White.

How old will a willow
grow? Do you think
the cow is pretty?

Try, try, try,
Work, work, work.

NEW WORDS.

bed change la'zy sit
first les'sons stud'y vain
kneel be cause' bet'ter dress



knows down

Tom is a very good boy. He goes to school every day and knows his lessons very well.

He is better than his sister,
for she loves to play too much.

She likes to dress her doll,
but she does not like to read
her books.

She gets mad at Tom be-
cause he will not play with
her when it is time for them
to study their lessons.

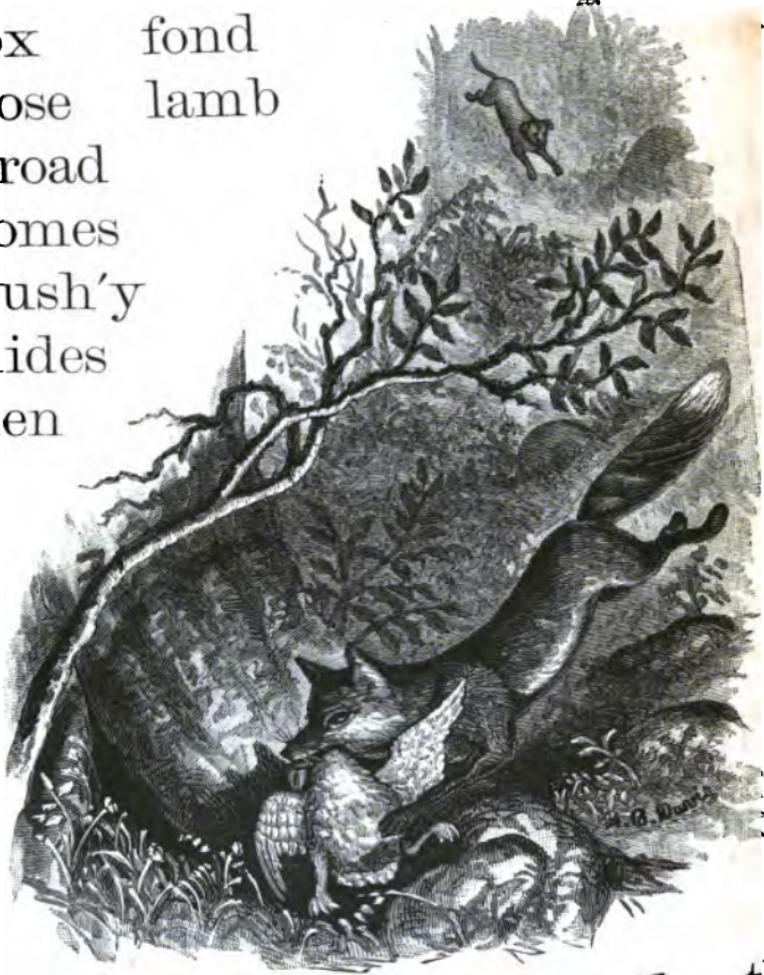
When she prays she is too
lazy to kneel, but she will
sit down.

Tom kneels and prays like
a little man. He tries to be
first in school, first in church,
first in bed at night, and first
to get up in the morning.

He will grow up to be a
good man, but she will be,
if she does not change, a very
vain girl.

NEW WORDS.

fox fond
nose lamb
broad
comes
bush'y
hides
den



Frank, the **fox** is like the dog.

He has a **broad** head, a sharp nose, sharp ears, and a long bushy **tail**.

The fox had a
bite in the ear
He had a bad
At night he went
His dog

He is not a good
hen or a duck. He eats
rats and eggs.
When he gets a duck,
duck, or a hen, he takes her
her to his den.

Some men try to
catch and kill the fox.

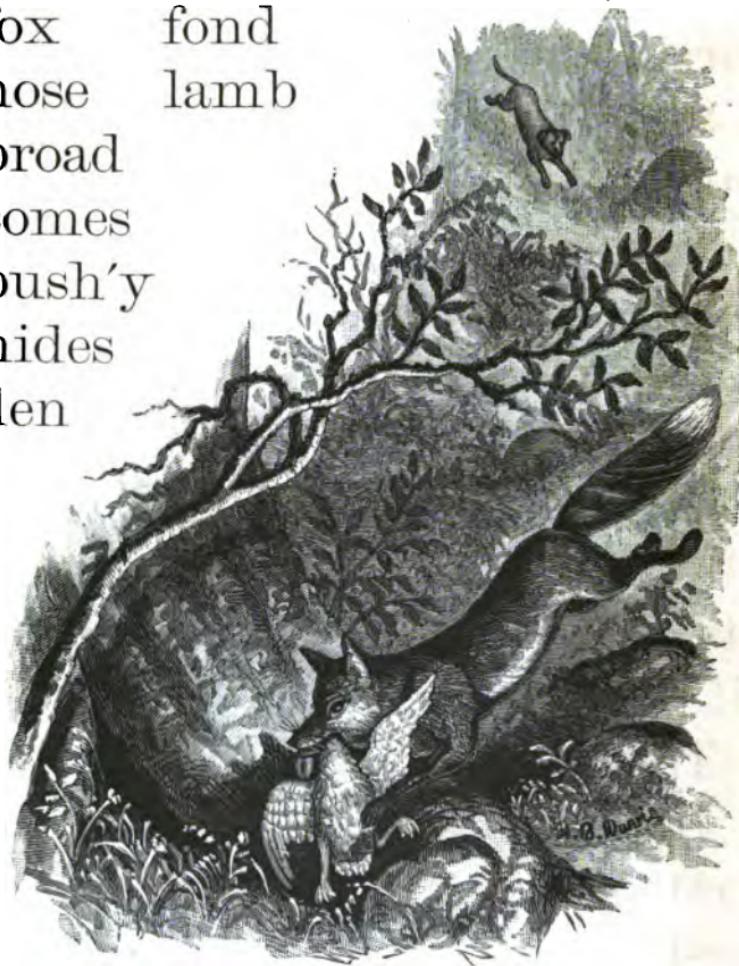
This fox has a large tail.
Will the dog catch him?
I think not.

WORD BUILDING.

found	c-ould	b-ad
r-round	w-ould	h-ad
gr-round	sh-ould	gl-ad

NEW WORDS.

fox	fond
nose	lamb
broad	
comes	
bush'y	
hides	
den	



Frank, the fox is like the dog.

He has a broad head, a sharp nose, sharp ears, and a long bushy tail.

The fox lives in a den, or hole, in the ground.

He hides in this den by day.

At night, he comes out of his den.

He is fond of a duck, or a hen, or a lamb. He will eat rats and eggs, too.

When he gets hold of a duck, or a hen, he runs with her to his den.

Some men keep dogs to catch and kill the fox.

This fox has a large duck.

Will the dog catch him?

I think not.

WORD BUILDING.

f-ound

c-ould

b-ad

r-ound

w-ould

h-ad

gr-round

sh-ould

gl-ad

NEW WORDS.

read'y	moth'er
say'ing	left
pict'ure	
floor	



The name of this little girl
in the picture is May.

May is saying her prayers before going to bed.

Her mother teaches her to pray every night and morning.

You see she has left her doll and her books upon the floor, and has gone to her mother to say her prayers.

When May's mother calls her to get ready for bed, she does not cry and say, "No, mother, I do not want to go to bed."

LESSON XXXI.

NEW WORDS.

guard	should	watch
thanks	rest	e'ven ing
dan'ger	duri'ng	chil'dren

At night, May prays God to guard her from danger while she sleeps.

In the morning she thanks God for a good night's rest, and asks Him to watch over her during the day.

All good children should thus pray to God before going to bed at night, and when they get up in the morning.

Then God will send His angels to watch over them and to guard them.

10.

REVIEW OF SOUNDS.

Select and Mark these Sounds—ä, å, öö, oo, ö, ø, œ, y.

walk	buy	good	would
soon	are	look	could
boot	fly	your	done
calf	book	claw	come
shoe	ball	why	whose
some	large	talk	gloves

NEW WORDS.

teeth sick lips twice
tongue walls rows doctor
wicked be hind'

We have two ears to hear with, and two eyes to see with, but only one tongue.

This teaches us that we should see and hear twice as much as we say.

Without the tongue we could not talk with one another.

Most men use their tongues to say a great many good and kind things; and they use them often to pray and to sing.

There are some wicked men who use their tongues to lie, to swear, and to say bad words.

We should use our eyes and our ears to guard our tongues.

When one is sick, the doctor looks at the sick one's tongue to see what is wrong with him.

So you can tell if a man is good or bad by the use he makes of his tongue.

God gave us two lips, and two rows of teeth to be like so many walls. They are to be guards over the tongue that lies behind them.

Let us learn, then, to use our tongues well, and never to say a bad word to any one, or of any one.

Let all our words be kind and gentle.

This is the will of God.

NEW WORDS.

grapes

hung

jump

fine . sour
ripe still
cun'ning

Boys, look at
this fox.

Then I will
tell you about
him.

One day he
saw some ripe
grapes that hung
on a tree.

With all
his cunning,
he could not
get to them.

He would
run and jump, run and jump,



again and again, but still he could not get the grapes.

The fine ripe grapes hung there on the tree, but not for him.

When he found he could not get them, he said, "I do not wish the grapes, for they are sour."

Were the grapes sour?

Did the fox think they were?

Boys, have you tried to get sour grapes?

THE GOLDEN RULE.

To do to others as I would

That they should do to me,
Will make me honest, kind,
and good,

As every child should be.

REVIEW FOR SPELLING.

fōx	sour	lěft	dōe'tor
děn	hīdēš	lǐps	dān'ger
stīll	hǔng	sǐ&k	wǐ&k'ed
fin&	jǔmp	flō&r	prâ&ȳers
rīp&	brō&d	twīç&	mōth'er
nō&shē	found	rō&wš	pīet'ūr&
fōnd	wō&lđd	wällš	be hīnd'
lāmb	ēom&es	teeth	ēün'nīng
gñärd	grāp&es	tōng&e	chīl'dren

SLATE WORK.

Op wha tis in the fox?
 Why did the fox think
 that the grapes were
 sour? Does the fox
 look like the dog?
 When does he hide?

NEW WORDS.

Char'lie wag'on whip till
po'nies din'ner reins clean



Here is Charlie with his
ponies.

How clean and white they
are!

They will not run away
with him. They know when
he has the reins. He holds
the reins in his hands like
a man.

He likes to drive them.

Charlie is very kind to
them. He will not whip
them. He feeds them oats.

He will not eat his dinner
till the ponies are fed.

LESSON XXXVI.

NEW WORDS.

rub proud years drive
face pa pa' nos'es

Charlie pats them, and they
rub their noses on his face.

Charlie loves the ponies very much. The ponies love Charlie and will not hurt him.

How old is little Charlie?

He is five years old.

How old are the ponies?

They are four years old.

Who gave the ponies to Charlie?

His papa gave them to him.

Charlie is very proud of them.

Charlie has two sisters. He is kind to them, too. He takes them with him.

He lets them ride on his ponies, and drive in his wagon.

Will Charlie's ponies grow as large as Tom's horse?

NEW WORDS.

Maud grand'ma Lillie
a way' strong



Now we can see Charlie, his
sister Maud, and his ponies.

Charlie and Maud will take a ride in the wagon.

Do you think the ponies can pull the wagon?

O yes, they are very strong! Their wagon is small. Only two can ride in it.

Where will they drive?

They may go to see their sister Lillie; she is with her grandma.

How soon will they go?

Just as soon as Charlie gets into the wagon, he will pull the reins, and away the ponies will go.

Charlie and the girls make pets of these ponies. They could not love them more than they do.

Charlie does not drive fast.

NEW WORDS.

load	spoils
forks	wheat
mold	drawn
dry	
wet	
flour	



This wagon is drawn by four horses. The horses are very large and strong.

On the wagon is a big load of wheat.

How many boys do you

see? I see three boys and one man.

The boys ride two of the horses, and the man drives the other two.

The man has a fork in his hand. With this fork, the man puts oats and wheat into the wagon.

The man will take the wheat into the barn. He puts it into the barn to keep it dry.

If the wheat gets wet, a green mold grows on it.

This mold spoils the wheat.

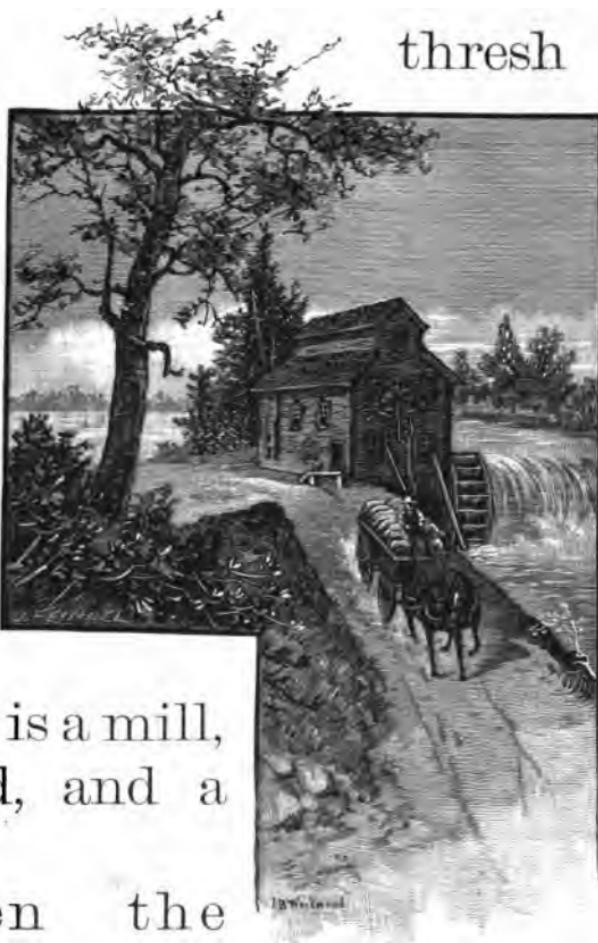
No one will buy much bad wheat. It will not make good flour.

At night, the horses, the cows, and the hens are in the barn.

NEW WORDS.

grains
straw
mill
bran
riv'er
bread
cakes
pies

thresh



Here is a mill,
a pond, and a
river.

When the
men thresh,
they take the grains of wheat
from the straw. The straw is
kept in the barn.

They take the wheat to the

mill. Here it is ground into flour and bran.

The flour is white and the bran is brown. This flour is made into bread, cakes, and pies.



Most boys and girls eat bread made of flour.

Do you like cakes and pies?

There are some boys and girls who have not seen bread like that which we eat.

I will tell you soon what they do eat.

NEW WORDS.

cut	larg'er	rye	corn
eat'en	long'er	buck'wheat	

Rye, oats, and buckwheat
are cut, drawn in
wagons, and put into
barns in the same
way as wheat.

Men also thresh
these, and take the
grains to the mill to
be ground into flour ?

How many of
you have eaten
rye bread ? Do
you like it ?

Do we make
cakes or bread
of buckwheat ?

How do we eat oats ?



Wheat.



Rye.



Corn.



Oats.

Are horses fed on rye, oats, or wheat?

Most horses are fed on oats; some, on rye.

How does corn grow?

Do men thresh corn? If not, what do they do to it?

Which is the larger, a grain of corn, or a grain of wheat?

A grain of corn is the larger.

Which is the longer, a grain of rye, or an oat?

An oat.

Which one of these grains costs the most?

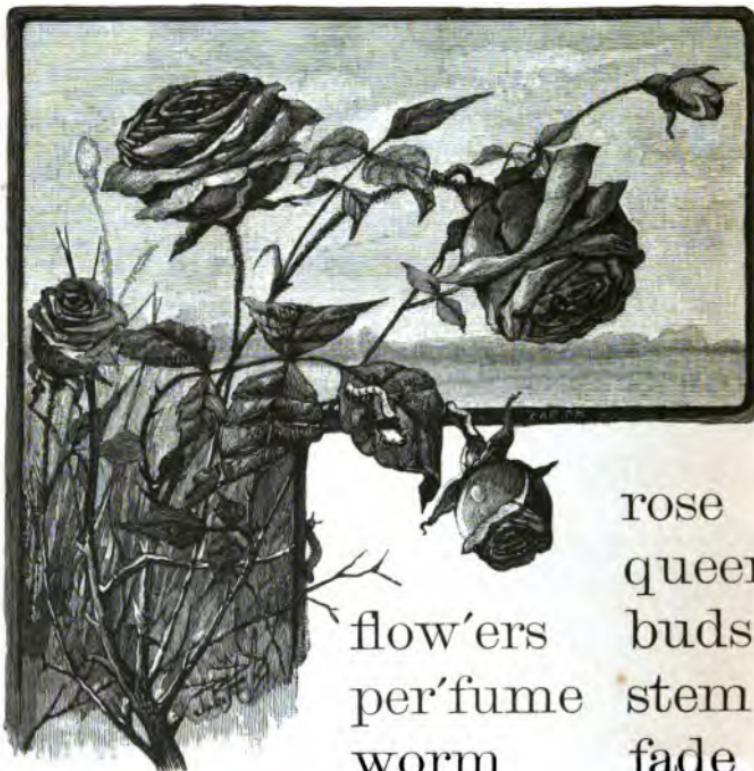
I think wheat costs more than rye; and rye costs more than any one of the other grains.

Now, boys and girls, try and get a grain of each.

SLATE WORK.

Boys, would you like
ponies? The ponies
have a very nice time.
The girls give them
cakes to eat. They have
no work to do. They
love to run and jump,
and to pull the little
wagon. The ponies
could not pull the
load of wheat.

NEW WORDS.



rose	
queer	
flow'ers	buds
per'fume	stem
worm	fade
trod'den	beau'ti ful

The rose is the queen of all the flowers. It has the sweetest perfume and the most beautiful colors.

Some roses are red, some are white, and some are pink.

The rose bush needs great care, so that it will rear good roses.

When the buds begin to grow on the bush, there are little green flies that often feed upon the stems and kill them.

Then, too, small green worms feed upon the leaves, and eat holes in them and make them fade.

These worms are found hidden on the back of the leaves. They are like hidden sins in us, which no one sees but God.

These hidden sins feed upon our souls and kill all their beauty, and they make us grow weaker and weaker.

NEW WORDS.

gar'dens	heart	save
plant'ed	bloom	grace
glit'ters	child	smells
virt'ues	pure	dew
di'a mond	weed'ing	

Our souls are like gardens,
full of flowers planted there
by God.

The sun-light and the dew
of his grace make our virt-
ues bloom.

But if we do not take good
care of our gardens, weeding
out of them all that is bad,
killing all the hidden sins
that feed, like worms, upon
our roses, we shall have a
garden of weeds.

We should have a garden

of beautiful flowers, for every one of us has planted within virtues that would bloom.

See that young rose-bud. How beautiful it is! How sweet it smells! The dew hangs on it and glitters in the sun like diamonds. But look again, and you will see that a worm has just begun to feed upon the beautiful leaves.

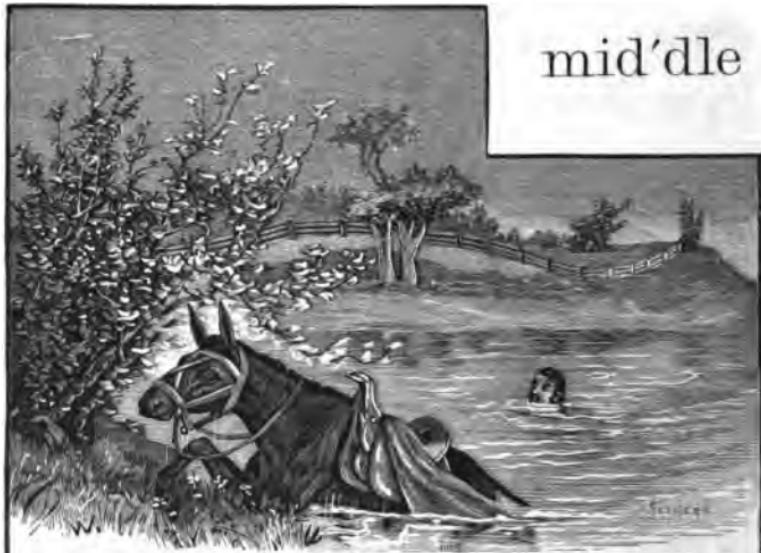
Let us kill the worm and save the rose.

That rose is like a child's heart, and the worm is like some sin that has just begun to steal away the child's virtue.

Let us save the poor young heart and kill the sin.

NEW WORDS.

town mule once had
salt melt went took



mid'dle

A man once took his mule to town to buy a load of salt.

On his way home, the mule fell in the middle of the river.

It did not take long for the salt to melt and run away.

Soon the mule had no load and was very happy.

The next day, the man went

to town for some more salt. He put the salt upon the mule once more.

LESSON XLV.

NEW WORDS.

place bought sponge got
rid through played cost

As they went through the river, the mule took good care to fall at the same place.

Soon the mule was rid of his load again. But the man now saw the mule's trick.

The next day he went to town again. This time he bought a large load of sponge, and put it on his mule.

When they came to the river, the mule played his old trick.

But this time, the sponge got wet through and through.

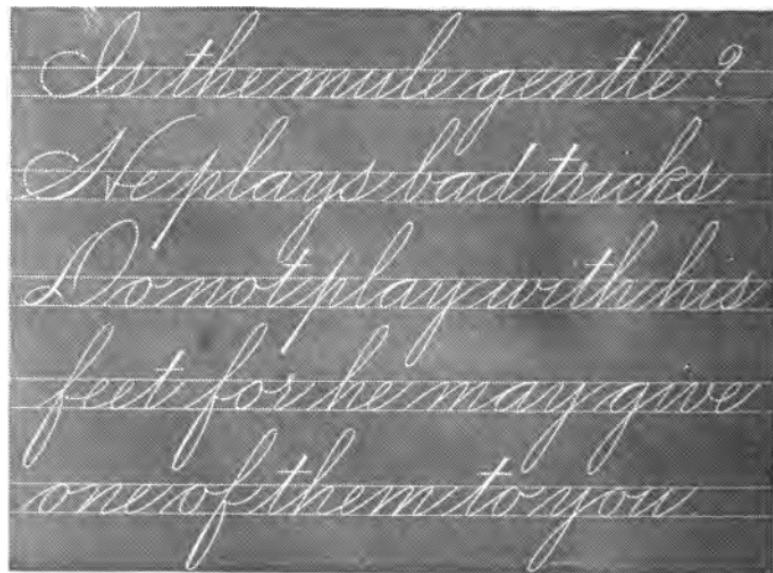
The mule now found to his cost, that his load was ten times more than at first.

11.

REVIEW OF SOUNDS.

1. Select 5 words from this lesson that have the sound of I.
2. Select 5 words from this lesson that have the sound of O.
3. Select 5 words from this lesson that have the sound of A.

SLATE WORK.



REVIEW FOR SPELLING.

1.

till	čüt	ríd	salt	brän
rüb	rýę	gó̄t	dew	flour
fāçę	dry	hăd	fadę	wěnt
whǐp	wět	eöst	sāvę	chǐld
reǐnş	płęs	rōşę	mělt	grāçę
drīvę	míll	tōok	onęę	queer
yēärş	lōad	pūrę	stěm	proud
eleān	čōrn	büdş	town	nōş'ęş

2.

pa pä'	mōld	mūlę	gāyly
eat'en	fōrks	plāçę	směllş
Líl'lie	eākęş	hęärt	plāyęd
lärg'er	brěad	worm	spōngę
pō'nieş	strąw	bloom	bōugħt
wǎg'on	Mąñd	glit'ters	vīrt'ūęş
dīn'ner	grāinş	flow'ers	mīd'dlę
lōng'er	wheät	plänt'ed	thrōugh
Chär'lie	thrěsh	gär'dens	weedīng
grānd'mä	drawń	trōd'den	pēr'fūmę

NEW WORDS.

spring	Vir'gin	bask'ets
queen	lawn	stat'ue
Dai'sy	bunch	a'prons
decked	crown	wreaths
	pick'ing	fin'gers

“Who shall be our May-queen?” said the children, as they ran gayly through the fields, picking the first sweet flowers of Spring.

“Ethel must be queen,” said one, “because she is so pretty.”

“No! Alice!” cried another; “because she is first in the class.”

“I think it should be Letty,” said a third; “because we all love her best.”

“Oh! I know, I know!” cried little Daisy Starr. “We

will have the Blessed Virgin for our queen, and crown her on the lawn."

"So we will," said her brother Harry.

"Daisy, you are so small, and yet you always think of the right thing.

"We will crown the Blessed Virgin Queen of May."

Quickly the children filled their baskets and aprons with flowers, and made them into wreaths.

With these they decked the statue of our Lady, until the Infant Jesus in her arms seemed to smile at them from a nest of buds.

They put a wild rose in His tiny fingers, and a bunch

' of blue-bells at his Mother's feet.

“Hail! Queen of May!” they sang. “Pray for us, your loving little children.”

Now, let us say our “Hail Mary,” for it is time to go home.

LESSON XLVIII.

NEW WORDS.

of'fer	in deed'	fond	grace
la'den	Di vine'	whis'per	
re fuse'	re quest'	blos'soms	

Dear Mother Mary,

We place at thy feet,
Our fresh wood blossoms,
Dew laden and sweet.

Dear Mother Mary,

So pure and so fair,

We offer thee, too,
One fond, little prayer.

O, safe in thy arms!
The Infant Divine,—
Will bless us as His,
And love us as thine.

He will not refuse,
Who slept on thy breast,—
O Virgin of grace!
Thy ev'ry request.

Then whisper to Jesus,
Of all that we need—
Thou who art ever
A Mother indeed.

Dear Mother Mary,
We go to our play,
But give thee our hearts,
Thro' all the long day.

NEW WORDS.

soul	pure	spir'it
dies	an'gel	mor'tal
hell	sul'lies	for'ev er

I have a soul. All men have souls. The soul will not die. The body dies. The soul leaves the body when it dies.

The soul lives after the body. The soul is a spirit. The soul thinks.

The soul moves the body. The soul gives life to the body. The soul is like God.

The soul will live forever with God if it is good.

The soul goes to hell if it dies in mortal sin. Sin sul-lies the soul.

We must keep our souls clean and pure. We must save our souls. The pure soul is like an angel. God makes the soul out of nothing.



N U M B E R S.

ARABIC. By Figures.	ROMAN. By Letters.	ARABIC. By Figures.	ROMAN. By Letters.
1 one	I	21 twenty-one	XXI
2 two	II	22 twenty-two	XXII
3 three	III	23 twenty-three	XXIII
4 four	IV	24 twenty-four	XXIV
5 five	V	25 twenty-five	XXV
6 six	VI	26 twenty-six	XXVI
7 seven	VII	27 twenty-seven	XXVII
8 eight	VIII	28 twenty-eight	XXVIII
9 nine	IX	29 twenty-nine	XXIX
10 ten	X	30 thirty	XXX
11 eleven	XI	40 forty	XL
12 twelve	XII	50 fifty	L
13 thirteen	XIII	60 sixty	LX
14 fourteen	XIV	70 seventy	LXX
15 fifteen	XV	80 eighty	LXXX
16 sixteen	XVI	90 ninety	XC
17 seventeen	XVII	100 one hundred	C
18 eighteen	XVIII	200 two hundred	CC
19 nineteen	XIX	500 five hundred	D
20 twenty	XX	1000 one thousand	M

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